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ABSTRACT

During the past several years, the Ventura Unified School District has devoted much time and effort to the development of the concept of educational accountability. The management by objectives system, which has been developed and is presently being implemented in the district, and the evaluation procedures set forth in the Stull Act implementation policy are compatible components of the district's system of accountability. At the center of the district's system of evaluation is the goal of improving the quality of instruction for the students of the district. An evaluation system concentrates on the need for members of the staff to plan, develop, and implement ever-improving programs of education for students. Careful planning and preparation are mandatory in a system of evaluation. By the implementation of accountability systems, using the process of MBO, district and individual commitments are met. The system is not static and should be continuously reviewed to reflect changing needs and conditions. It is only through continual evaluation and modification that the system will continue to grow and meet the needs of the district and all individuals within the district. (Author)

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**EVALUATION SYSTEM FOR
SCHOOL ADMINISTRATORS (ESSA)**

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EA 006 448

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EVALUATION SYSTEM FOR SCHOOL ADMINISTRATORS (ESSA)

Introduction: During the past several years, the Ventura Unified School District has devoted much time and effort to the development of the concept of educational accountability. A great deal of effort has been exerted to design, develop and implement a system of evaluation which will focus on the product of our school system--the student. The MBO system, which has been developed and is presently being implemented in the school district, and the evaluation procedures set forth in the Stull Act implementation policy are compatible components of the district's system of accountability.

At the center of the district's system of evaluation is the goal of improving the quality of instruction for the students of the district. Since the key to any educational organization is the personnel who perform varying and unique tasks to further and enhance the system of instruction and learning, an evaluation system must focus on the improvement of performance of the personnel of the district. Thus, an evaluation system concentrates upon the need for members of the staff to plan, develop and implement ever-improving programs of education for students.

Careful planning and preparation are mandatory in a system of evaluation. If a person does not know where he is going or what it looks like when he gets there, he will never know when he has arrived. By the implementation of accountability systems, using the process of MBO, district and individual commitments are met. The system is not static and should be continuously

reviewed to reflect changing needs and conditions. It is only through continual evaluation and modification that the system will continue to grow and meet the needs of the district and all individuals within the district.

Administrative Evaluation

1.0 Basic Assumptions

- 1.1 Evaluation is a necessary and desirable feature of any school district.
- 1.2 The purpose of evaluation is to improve the effectiveness of an individual so that he, in turn, can improve the effectiveness of the school district.
- 1.3 The evaluation of personnel should be integrated with the aims of the organization.
- 1.4 The most effective system of personnel evaluation is mutually developed by the evaluator and evaluatee.
- 1.5 Personnel evaluation should include what the evaluatee hopes to accomplish and acceptably evidence that the accomplishments have been completed.

2.0 Philosophy

- 2.1 Evaluation is a necessary procedure in assuring that the goals of the school district and the needs of the students are being met. Evaluation can best be accomplished when the process is understood and supported by all administrators. The basic purpose for the evaluation of administrative personnel shall be for the improvement of performance. The evaluation shall be factual and shall be based upon the objective observations of the various evaluators. It is essential that the process be a cooperative effort between the person being evaluated and those responsible for the evaluation involved. Every effort should be taken which will assist a person to improve his or her individual performance. Areas of need should be pointed out to the evaluatee by the evaluator and a period of time should be allowed so that the evaluatee can improve his performance.

3.0 Goal

To accurately and objectively assess the performance of an administrator related to his role and functions within the system and his annual performance objectives.

4.0 Objectives

- 4.1 The purpose of the evaluation system shall be to improve the administrative, supervisory and management performance and techniques of district and school administrators.
- 4.2 The purpose of the ESSA is to provide a systematic assessment of administrative performance in order that recommendations regarding assignment, contracts, salaries, can be made.
- 4.3 All annual reviews shall be objective and in writing.
- 4.4 The process shall be a cooperative effort involving both the evaluator and the evaluatee.
- 4.5 The process must be easily communicable to the administrative staff, the Board of Education, and the community.
- 4.6 ESSA should show a relationship between the evaluatee's evaluation and his performance.
- 4.7 ESSA will be such that the judgment of an evaluatee's competency will be accepted as fair and reasonable.
- 4.8 The process will upgrade both the individual and the school district.
- 4.9. ESSA takes into consideration the particular environment in which each evaluatee performs his job.
- 4.10 ESSA shall insure that an evaluatee's weaknesses will be called to his attention, and that time and assistance will be extended for their correction before final action with respect to transfer, reassignment or termination will be made.

5.0 Bases for Evaluation

School administrators are under continuing evaluation from the staff, board, community, and students. Since an administrator is evaluated many times upon the performance, or lack thereof, of other people, it is imperative that all persons concerned clearly understand the bases for evaluation. The two main criteria for evaluation of school administrators in the Ventura Unified School District are: (1) Job Descriptions; and (2) Performance Objectives.

- 5.1 Job Descriptions - Although this aspect of the evaluation program is primarily input oriented and is, therefore, somewhat subjective, consideration should be given to the various statements contained in the administrator's job description. Any particular duties in the job description which are in need of improvement should be pointed out the administrator by his evaluator as soon as the problem is identified. Follow-up conferences should be held subsequently, to determine whether or not acceptable improvement has been made. In every case, adequate coaching by the evaluator on how to improve his performance should be provided the evaluatee.
- 5.2 Performance Objectives - An important goal of an evaluation system is to determine the degree to which an individual has performed his job requirements. In order to have this happen, however, it is imperative that certain fundamental guidelines be mutually agreed upon by both the evaluator and the evaluatee: (1) What is to be evaluated? (2) What evidence is acceptable upon which an evaluation is made? (3) How is the evidence to be collected? Evaluation based upon performance objectives provides the opportunity for objective, output-oriented assessment, but it does not assure it. Establishing performance objectives is the first step in the evaluation process, but if left only at that, confusion, misunderstanding, and unhappiness can set in. Misunderstanding can result when the evaluator and the evaluatee use different criteria to measure the extent to which performance objectives have been met. Since the main purpose of evaluation is to determine to what degree expectancies have been performed, the failure to agree mutually on the criteria for measurement can doom an evaluation system at the very outset. Evaluation isn't a subjective review of job descriptions, but is an assessment of how well a person has produced results related to his performance objectives. In the absence of predetermined criteria, an evaluator is likely to use his own criteria in determining whether or not a performance objective has been met--thus, evaluation is made without any prior, detailed understanding. Thus, there must be mutually agreed upon criteria, which is acceptable to both the evaluator and the evaluatee, for the evaluation of an individual's performance. In other words, what evidence will be mutually accepted that represents satisfactory completion of the performance objectives.

6.0 Written Evaluation

If evaluation based upon performance objectives is to be truly effective at any of the administrative levels, there needs to be three components:

6.1 Written evaluation from evaluator.

6.11 Board to Superintendent

6.12 Superintendent to Assistant Superintendent

6.13 Assistant Superintendent to Directors

6.14 Directors to Principals

6.15 Other Administrators to Subordinates

6.2 Written evaluation from subordinate to superior:

6.21 Superintendent to Board

6.22 Assistant Superintendent to Superintendent

6.23 Directors to Assistant Superintendent

6.24 Principals to Directors

6.25 Other subordinate administrators to superior

6.3 Self Evaluation

Copies of this may or may not be shared with others.

7.0 Types of Conferences Between Evaluator and Evaluatee

Since both persons involved in the evaluation process...the evaluator and the evaluatee...must communicate their own plans and expectancies, it is necessary for several conferences to be held throughout the year:

- 7.1 Initial Planning Conference. During the first month of the school term, each administrator will establish tentative objectives and measurement criteria related to his own performance. These objectives and criteria should reflect the priorities of the Board of Education, the objectives of superior-subordinate administrators as well as the individual administrator's plans and expectancies for the year. The objectives should relate to: (1) a productive and harmonious subordinate-superior administrator relationship; (2) the development of a meaningful and result-oriented staff relationship; (3) progressive and mutually understandable community relationships; (4) the development of more effective student relationships; and (5) the development of the participation in creative and contributory professional relationships.

The Initial Planning Conference. This is held approximately six weeks after the school year begins, but not later than October 15. The Initial Planning Conference is a regularly scheduled conference between the administrator (the evaluator) and those individuals (evaluatees) he supervises. The conference is a scheduled period of time set aside for the administrator and his staff members to develop plans of what the staff members plan to do during the school year to improve his performance and to initiate plans for the improvement of his school or area of responsibility. The Initial Planning Conference is also an opportunity for the subordinate administrator to point out ways in which his superior can help him accomplish his established goals.

Rather than focusing on past performance (what has been done), the I.P.C. helps the superior and subordinate administrator focus on future performance (what should be done). This allows the evaluator and the evaluatee to focus on the job, the work, the goals, the programs and the job related activities rather than on past performance.

- 7.2 Mutual Establishment of Performance Objectives Conference. The MEPO Conference is scheduled not later than November 15. The staff member to be evaluated will meet with the administrator responsible for evaluation to mutually establish performance objectives and to determine the criteria for measurement of the objectives. These performance objectives should be communicated to not only the superior administrative officer but also to the subordinate administrative officer.
- 7.3 Mid-Course Correction Conference. This conference is scheduled for midyear, but no later than February 15. The conference is designed to review progress to date and to allow an opportunity for changes in established objectives or to direct or re-direct the staff members future progress.
- 7.4 Culminating Conference on Performance Objectives. This conference should be held no later than 30 days prior to the end of the school year. The evaluatee will provide the evaluator with a written report of his accomplishments for the year; in case there is no accomplishment in an area, reasons will be identified. This conference is used to review progress and determine the degree to which the performance objectives have been met. Plans, priorities and responsibilities for the future can be discussed also.
- 7.5 Assessment Conference. This conference should be held no later than 15 days prior to the end of the school year. The evaluator will provide a written performance appraisal for each staff member with whom he has evaluative responsibilities before the end of the school year. The evaluator will review the results, methods and potential of the performance in each area. If appropriate,

information regarding recommendations for salary and contractual adjustments will be discussed.

8.0 General Evaluation and Assessment Procedures

- 8.1 Each administrator will be informed of the Evaluation System for School Administrators (ESSA)
- 8.2 Each administrator will be evaluated by the designated evaluator indicated by the organizational chart for evaluation.
- 8.3 Performance objectives will be mutually developed by each administrator annually.
- 8.4 Performance objectives will be mutually developed by November 15.
- 8.5 A mid-course correction conference, if necessary, of performance objectives will be made by February 15.
- 8.6 A culmination conference will be held not later than 30 days from the end of the school year.
- 8.7 A written assessment conference will be held before the end of the school term.
- 8.8 In case an administrative staff member is faced with a retention/dismissal decision, the calendar for notification and dismissal set forth in the Education code will be followed.
- 8.9 The evaluatee shall have the right to initiate a written response to the evaluation and such response will become a permanent attachment to the document in the evaluatee's personnel file.
- 8.10 The evaluation and assessment of the performance of each administrator shall be made on a continuing basis at least once each year.
- 8.11 The evaluation shall include recommendations if necessary as to areas of improvement of the administrator.
- 8.12 In the event an administrator is not performing his duties in a satisfactory manner:
 - 8.121 The evaluator shall notify the administrator of his unsatisfactory services.
 - 8.122 The evaluator shall give a written description of his specific areas of unsatisfactory service.
 - 8.123 The evaluator shall thereafter confer with the evaluatee making specific recommendations as to areas for improvement in the

evaluatee's performance and endeavor to assist him in such performance.

- 8.13 A monitoring process between the evaluator and the evaluatee shall be conducted throughout the school year to review progress toward meeting the levels of achievement contained in the performance objectives.
- 8.14 Self-evaluation can make a positive contribution in improving educational climate. Every administrator is encouraged to avail himself of such instruments as to gain input for evaluative purposes from the level served. Information obtained in this manner shall be used at the discretion of the evaluatee.

FLOW CHART - ADMINISTRATIVE EVALUATION

